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ABSTRACT

The report presents evaluative data on the Work Ability program in California, an in-school program for handicapped high schoolers. Designed to increase the employability of handicapped students, the program focused upon work experience in the private sector accomplished through coordinated use of training and employment resources at state and local levels. Three state agencies were involved in program planning and evaluation, the State Department of Education, the Employment Development Department and the Department of Rehabilitation. Project activities fell into three main groups, each having a variety of components: project support activities to generate interagency and community involvement (parent and employer involvement); work experience (job development, job placement, followup); and work readiness (student intake, diagnostic assessment and career exploration). A three part analysis of the program analyzes the impact on student employment, examines program costs by components and project staff ratings of the effectiveness and importance of these components, and addresses cost analysis aspects, dealing specifically with cost sharing by the participating agencies cost savings accruing to these agencies, and reasons for differential expenditures by local districts. Among major findings are that: agencies reduced their per client expenditures because of cost sharing and the exchange of student assessment data or unique services; on-the-job training had significant impact on employers and students; and more than one-third of Work Ability Students began the transition from school to employment. (CL)

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# Evaluation of the Work Ability Program 1982-83

## A Cooperative Program of Vocational Training and Work Experience for Special Education High School Students

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## SUMMARY OF FINDINGS

Work Ability is a successful in-school program for high school age handicapped youth. It links the resources and specialized services of the California State Department of Education (SDE), the Employment Development Department (EDD), and the Department of Rehabilitation (DR) with local educational agencies (LEAs) to provide a comprehensive vocational and employment preparation program. The program has three major components: (1) Project Support activities that generate interagency and community involvement; (2) Work Readiness activities and services that motivate students and provide them with skills, enabling them to obtain and keep jobs; and (3) Work Experience, principally in the private sector, that completes the student's preparation for employment.

Significant findings from the 1982-83 implementation of Work Ability are highlighted below:

- Agency and community response to Work Ability enabled LEAs to exceed the expectations established in the initiating interagency agreement:
  - 1,903 students, 36 percent more than projected, received classroom instruction.
  - 1,176 students, 78 percent more than projected, were provided work experience training.
- The 34 participating LEAs were representative of California's diverse geography and educational units. They included:
  - 18 public school districts
  - 11 county offices of education
  - 4 Special Education Local Planning Agencies
  - 1 regional occupational program

- Work Ability services were provided by a variety of professional and support staff:
  - -- 561 special education teachers
  - -- 300 vocational education teachers
  - — 135 school counselors
  - — 382 technicians and aides
  - — 101 community organization staff
  - -- 124 local DR staff
  - — 100 local EDD staff
- Of the 1,903 participating students:
  - -- 49 percent were enrolled in resource specialist programs, 35 percent in special classes, 14 percent in special schools or centers, and 2 percent in regular classes.
  - -- nearly three-fourths had specific learning disabilities, 24 percent were severely disabled, and 66 percent had one or more severe employment limitations.
  - — 80 percent performed at or below the seventh grade level in academic achievement.
- Work Ability was a cost-sharing program approximating an estimated cost of $2.8 million.
  - -- SDE provided $971,272 from program development funds (PL 94-142) that LEAs used as needed for program components.
  - -- EDD provided $235,000 from Youth Employment Development Act funds (YEDA) for work experience wages.
  - -- SDE and EDD leveraged the remaining $1.6 million from LEAs, employers, CETA prime sponsors, and DR.

-- LEAs contributed $1.4 million (half the total cost) through redirecting their regular resources to the program.

-- Employers and CETA prime sponsors contributed $115,000 and $83,000, respectively, for work experience wages.

-- DR's principal contribution was in the form of services provided to students referred by LEAs.

o Agencies reduced their per client expenditures because of cost sharing and the exchange of student assessment data or unique services.

o Project Support activities cost an estimated $529,000.

-- State agencies and LEA staffs negotiated roles and responsibilities.

-- LEAs garnered broad based support among educational staffs, parents, community groups, and employers.

o Work Readiness cost an estimated $1,216,000. Students received preparation in the following areas:

-- Assessments of their abilities, skills, and interests

-- Career exploration in areas of vocational interest

-- Academic, vocational, and personal counseling

-- Classroom training in employment related concepts, understanding the job market, employer expectations, job search skills, interviewing techniques, and independent living

-- Vocational training on school campuses or at participating regional occupational programs and centers

-- Employment services such as job referrals, registration with employment services, and resume preparation

o Work Experience training cost an estimated $1,077,000.

-- 1,176 students had one or more paid work experiences, primarily in jobs projected to be in high demand through 1990.

-- Project and cooperating agency staffs developed jobs, 61 percent of which were provided by private sector employers.

-- A typical student received $542 in wages for up to 150 hours of on-the-job training.

o LEA expenditure differentials were explained by the number of severely disabled students served and private sector work experiences provided.

o On-the-job training had significant impact on employers and students:

-- Employers gained first-hand experience working with disabled persons, their needs and capabilities. Employers also had an opportunity to train at no cost before hiring, receiving training assistance and support services when necessary, follow-up support from the LEA, and tax credits for hiring special students.

-- Students learned firsthand the importance of developing basic education skills, specific job skills, and meeting employer expectations regarding on-the-job behavior and deportment, grooming, attendance, and punctuality.

-- Students exhibited increased self-confidence and self-direction, recognizing that paid work experience was real work and not school-activity simulations.

o More than one-third of the Work Ability students began the transition from school to employment.

-- By May 1983, 335 students held unsubsidized jobs. Three-fourths of these students obtained jobs from employers who had provided work experience training.

-- An additional 369 students had employer commitments for jobs to begin when school was out in June.

-- Students who completed work experience were 2.5 times as likely to have jobs or job commitments as students with no work experience.

## BACKGROUND AND OVERVIEW

National statistics indicate that a high proportion of mentally and physically disabled young people graduate or leave school "at risk" in terms of self-sufficiency and economic independence. Many become chronically unemployed, a condition costly for both the individual and society. Most visible of these costs are increased expenditures for supplementary security income, vocational rehabilitation, and public assistance, all of which are dependent on taxpayer dollars.

### The Problem

Local educational agencies (LEAs) provide handicapped students an academic curriculum to master reading, arithmetic, and other basics for adult functioning. In addition, they offer some vocational training and teach skills for independent living. But when the student leaves school, other agencies provide rehabilitative job training and employment service assistance on a walk-in or referral basis. Unfortunately, the services of the LEAs and other agencies are separated and fragmented. As a result, students often fail to make a smooth transition from school to employment.

Aware of the problem, the California State Department of Education (SDE) conducted a two-year study of the vocational programs provided for special education students.[1] The study had two purposes: to determine the current conditions of employment preparation, and to identify effective practices for formulating improvements. The study found that most special education students had limited access to vocational services. Among the reasons cited for this condition were:

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[1]California State Department of Education, "Vocational Preparation for Special Education Students at the Secondary Level," 1981.

- Special education teachers tended to focus on teaching basic skills and were unprepared to teach a full range of vocational skills.
- Regular vocational education teachers were unaccustomed to individualizing curricula to meet the expectational needs of special education students.
- Gaps in service occurred between schools and community agencies often because of problems in joint planning, cooperative use of resources, advocacy for the handicapped, and budget limitations.

On the other hand, exemplary vocational training programs were characterized by:

- Strong administrative support for a coordinated sequence of vocational activities.
- Cooperation among public and private agencies and employers in the community to provide program support, student training, and jobs.
- Regular follow-up studies of students that provided data on program effectiveness.

These findings formed the basis for planning a statewide, interagency solution to the problem of providing for the vocational training and employment preparation of handicapped youth in California consistent with the requirements of California Statutes, Chapters 1218, 1276, 1353; (1980).

The Work Ability Solution

In 1982, three California state agencies cooperated to plan for and fund an employment preparation program to be known as Work Ability. The State Department of Education (SDE) allocated $921,272 from PL 94-142, a federal source for special education. The Employment Development Department (EDD) provided $235,000 for student work experience wages from Youth Employment Development Act (YEDA) funds, a state source for youth training projects. And the Department of Rehabilitation (DR) directed its staff to facilitate

early identification and services for eligible students in the Work Ability Program.

The goal of Work Ability was to increase the employability of handicapped high school students. To accomplish this, students would be provided with an articulated program clearly focused upon work experience in the private sector. Implementation of the program was to be accomplished through coordinated use of training and employment resources at state and local levels. Interagency agreements would guide the program, coordinate resources, and eliminate duplication of services. Such agreements are required of agencies that share responsibility for providing services to the handicapped.

At the state level, SDE, EDD, and DR staff provided coordinated program direction and technical support. Three state level workshops, cooperatively planned by state and local staff, dealt with state policies and issues of local agency participation. Workshop participants exchanged effective training procedures and community involvement techniques.

At the local level, potential project recipients developed, with state assistance, plans for differentiated services to be provided by the LEA, EDD, and DR staffs. This close linkage, it was anticipated, would produce benefits for all agencies: Educators would provide EDD and DR staff with useful records of student assessments and vocational training, thus facilitating EDD and DR procedures for providing student services; and EDD and DR staffs would assist the LEAs by improving school employment curriculum and by providing specialized services such as job development. Each LEA application specified the manner in which community-based organizations and local employers would be involved, the students to be served, and the types of student and related services that would be provided. To assure LEA administrative approval and support of the proposed project, signatures of administrators were required. Also identified

were LEA project directors responsible for ongoing advocacy and program coordination.

The Evaluation Design

The Work Ability evaluation plan was cooperatively developed by the three state agencies with the assistance of an evaluation advisory committee composed of project directors. These evaluation planners saw the need for information focused on the following questions:

1. What types of participants (students, agency staff, and community) were involved in the program?
2. How was the program implemented and what were the services provided students to increase their employability?
3. How effective were the program's different components and what were the costs?
4. To what extent did the participating agencies and community groups provide resources and funding for the program?
5. What were the outcomes in terms of student and agency benefits?

Several data sources were used, and the findings were shared among the cooperating agencies. EDD collected individual student data regarding enrollment, services received, and the agencies providing the resources. EDD also conducted on-site reviews of six projects, interviewing staff, employers, parents, and students. SDE collected end-of-year project data, including descriptions of program activities and services, cost estimates of resources used, and staff ratings of the relative importance and effectiveness of services provided. And DR provided field office counts of student referrals and client classifications and counselors' reports of how well the program was working in their regions.

## WORK ABILITY AS IMPLEMENTED

Work Ability projects operated in 34 LEAs during the 1983-84 school year. These LEAs were representative of the State's geographical regions--urban, suburban, rural--and its educational agencies (see Appendix Table A-1). Approximately half (18) of the LEAs were high school or unified school districts; the remaining projects were located in 11 county offices of education, 4 special education planning agencies (SELPAs), and one regional occupation program (ROP). In all, 229 schools participated: 162 regular public high schools, 30 special day schools or centers, 14 continuation high schools, 12 nonpublic schools, 7 alternative schools, and 4 adult education schools.

Extensive state coordination and direction were provided the project staff. Designated program and evaluation staff from the three agencies gave technical assistance, reviewed the different agency requirements, and occasionally modified them (e.g., student eligibility and work stipends) for the program. Overall program direction and day-to-day assistance were provided by the SDE project director.

The average LEA grant was $34,000. SDE provided Work Ability grants from PL 94-142 funds to each participating LEA. EDD supplemented these grants in 20 LEAs with YEDA funds for student wages. The projects served an average of 56 students, the number ranging from 19 to 236 students.

The Work Ability projects reflected pre-existing programs in the various LEAs. For example, in a few LEAs--particularly those in large metropolitan areas--Work Ability was the capstone of previously formulated and fully operational career centers, vocational education programs, and work experience programs. In these LEAs, project staff were able to call upon the resources and expertise of local educational staffs to implement Work Ability for special

education students. More commonly, however, projects operated in LEAs where vocational and work experience programs were either nonexistent or in embryonic stages of development for special education students.

As of May 1983, 1,903 special education students between the ages of 15 and 22 years participated in Work Ability projects throughout the State.[2] Ninety-three percent of the students were 16 years of age or older, reflecting project focus on serving students most ready for work experience. Sixty-nine percent of the students were male. The racial/ethnic composition was as follows: 70 percent white, 16 percent Hispanic, 11 percent black, and 3 percent other.

Special learning disabilities impaired the functioning of 73 percent of the students. These disabilities included impaired understanding, speaking, and/or writing. Sixteen percent were classified as mentally retarded with deficits in intellectual functioning and adaptive behavior. Twenty-four percent were classified as severely disabled, a proportion larger than is found in the statewide special education population. Other handicapping conditions exhibited by participants are listed in Table A-2 in the Appendix.

Participants were enrolled in a variety of school settings. Nearly half were in resource specialist programs in public schools. Another 35 percent were in special classes in regular schools and 14 percent were in special day schools or centers. The remaining 2 percent were enrolled in regular classrooms. Academically on standardized measures of achievement, 80 percent of the students performed below the seventh grade level--that is, three or more years below their age peers in regular programs.

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[2] An additional 200 students participated in summer projects. The statistics on these participants are not included in the analysis presented in this document.

Nearly two-thirds of the students had one or more severe employment limitations. The five most commonly noted limitations, in order from most to least frequent, were cognitive or perceptual, communication impairments, short attention spans or tenacity, social or emotional instabilities, and impaired abilities to use public transportation. The severely disabled, as might be expected, had two to three times as many employment limitations as the other participants in the projects.

The operational focus of Work Ability was work experience for special education students. To provide these experiences, project staff performed or engaged in a wide range of activities, services, and tasks. These are grouped for purposes of discussion as follows: project support activities, work experience related activities, and work readiness activities.

Project Support Activities

Generating support for and involvement in Work Ability involved project staffs in several activities, each of which contributed to the success of the program. Rated in terms of their relative importance, these activities included involving education personnel, involving the community, recruiting employers, developing interagency agreements, involving parents, and establishing advisory groups. Each of these activities is discussed in this section, in order of their usual sequence in the projects.

Interagency involvement. Interagency cooperation and coordination of services were considered important concomitants of the program. Project staffs opened communication channels with local EDD and DR offices to promote this coordination and cooperation. In joint planning sessions often facilitated by the SDE coordinator, LEA, EDD, and DR personnel met to clarify goals, define roles and responsibilities, set expectations, and establish problem-solving procedures.

From local offices, 100 EDD and 124 DR staff participated in projects. Both the type and amount of interagency participation or involvement varied from project to project. In some projects, EDD and/or DR personnel provided significant amounts of service to the project either in direct services or in redirected services or costs. These services included job development assistance and placement, labor market information, job search procedures workshops, vocational counseling of students, some diagnostic assessments, and transportation funds. In some projects, EDD and/or DR had minimal involvement past the initial planning stages. Budget constraints were cited frequently as the reason for limited interagency involvement.

Educational staff involvement. In addition to developing interagency involvement, projects had to generate support and participation by the educational staff within the projects' purview. That is, they had to involve teachers--special, regular, and vocational--ROP/C instructors, counselors, and administrators of relevant agencies and programs. To do this, meetings were held with the educational staff and administrators of the different schools and centers involved. Project directors and other key staff explained Work Ability's goals and discussed the need for sequential and coordinated services. During these meetings, participation questions and issues discussed and resolved included: criteria for student eligibility, student service referral procedures, and the responsibilities of each segment of the project (e.g., assessment, vocational training, and work experience).

The educational staff providing Work Ability services totaled 1,755. Special education teachers, the group with direct responsibility for most of the project participants, constituted 32 percent of the educational staff. These teachers provided more than half of the employment related instruction, taught career exploration, and provided some diagnostic assessments and employment

services. Regular teachers and vocational teachers constituted 21 percent and 17 percent of the education staff, respectively. Their activities closely paralleled those of the special education teachers. Technicians and aides of different types were important adjuncts to the certificated staff and constituted 16 percent of the total. They served in career and/or vocational assessment centers and provided job development, placement and follow-up services in many projects. The remaining portion of the educational staff were counselors and other specialists, usually involved in project support activities, service management, and student services.

Advisory group involvement. It was incumbent on each project to establish an advisory group for its program. The size, composition, role(s) and functions, and the frequency of meetings varied considerably from project to project. Advisory groups varied from five to more than twenty individuals. In a few projects, only educators were standing members. More typically, the groups were broad based and included representatives from the participating educational units, ROP/Cs, interagency providers, community-based organizations such as CETA Prime Sponsors, Private Industry Councils (PICs), Youth Employment Service (YES) offices, pre-existing special education councils, and parents of participating students.

Some advisory groups functioned primarily as steering committees and sounding boards for ideas. These groups tended to meet only a few times during the program's life. More active advisory groups gave visibility to the program in the community, engaging in job development activities and occasionally providing services. These latter groups tended to meet more frequently and to participate in the ongoing monitoring of the projects.

Community involvement. Projects used several techniques to involve the community in Work Ability. Some asked CBO, PIC, and YES representatives to

serve on their advisory groups. But generally, projects attempted to give visibility to the program through media coverage (e.g., newspaper articles, television and radio spots), distribution of brochures or flyers to service organizations (e.g., Kiwanis, Rotary, Lions), and presentations to business organizations (e.g., Chamber of Commerce, Business-Industry Councils). Human interest features that focused on individual students rather than the program as a whole were sometimes quite effective in raising community awareness of the program. One project developed an effective slide-sound presentation to describe its program to community groups. However, project staffs generally reported that community involvement efforts generated few employer volunteers for work experience training.

Parent involvement. Project staff had two major tasks with respect to parents: obtaining permission for their children to participate in the program; and actively involving parents in support and implementation. In many projects, letters explaining the program were the first contacts, followed by telephone calls. The most effective technique for gaining parental approval appeared to be the Individual Education Plan (IEP) conferences. During initial conferences, staff described the Work Ability program, obtained parental permission to transmit information for DR evaluation, and developed job training and employment plans. The second task, that of actively engaging parents in the program, was more difficult. Project staff reported limited success in getting parents to attend meetings, provide job development activities, or assist with transportation.

Employer involvement. Generating employer interest in and support for Work Ability was rated by project staffs as one of the most important of the project support activities. Activities at this stage set the groundwork for recruiting employers for participating students. Flyers, brochures, posters, and letters

called employers' attention to the program. In addition, project staff made presentations to PICs, Business-Industry-Education Councils, CBOs, and other business or service organizations in the community. More specific discussion of employer involvement is contained in the next section under the heading Job Development.

Work Experience

The main objective of Work Ability was to prepare handicapped students for the transition to employment by providing vocational and on-the-job training. Successful implementation of work experience verifies the adequacy of the chain of program services that preceded it. During the 1982-83 school year, Work Ability provided paid work experiences for 1,176 students, exceeding the program's initial expectations by 78 percent.[3]

Work experience had direct impact not only on students but also on their teachers, parents, and employers. To illustrate: Students exhibited increased self-confidence and self-direction, both in school and at home. Teachers and parents noted that students attended to classwork more diligently, in part due to employer reinforcement of reading, writing, communication, and computation skills on the job. Employers gained new perspectives about handicapped people, their needs and their capabilities. The follow-up staff in one project reported, for example, that employers rated 86 percent of the student workers as meeting or exceeding expectations. Furthermore, these employers indicated they would hire the special students if business conditions warranted an additional employee.

Providing work experience for students involved developing jobs, placing students according to their interests and abilities, and providing follow-up

[3]Projects were not asked to report unpaid work experiences which occasionally preceded paid work experience.

services to students and employers. Each of these activities is discussed in the remainder of this section.

Job development. LEA, EDD, and DR job developers generated 1,349 work experience opportunities for students. Sixty-one percent of these were provided by private sector employers, 25 percent by schools, and 14 percent by other public agencies. Job development, however, was a highly labor intensive activity, often involving specialists, special education teachers, technicians, aides, and others.

Several techniques were used to develop jobs. One approach was to circulate brochures and other informational leaflets to acquaint potential employers with Work Ability, its goals, and how participation in the program could benefit employers. Then, follow-up contacts were made to further encourage employers and to identify types of work experience training opportunities available.

Another approach was to determine the vocational abilities and interests of students and then contact employers who might provide work experiences for these students. With this approach, the job developer provided evidence to the employers that potential employees had been screened for work attitudes, competencies, and behaviors. This saved employer time and reduced his or her risk. The job developer also responded to specific questions, addressed employer concerns, and described other incentives available.

These incentives, including wage subsidies from YEDA ($235,000) and CETA ($83,000), were important leverages for the job developer. To defray all or part of an employer's costs for training the handicapped, employers could receive prescreening of applicants by the LEA, no cost on-the-job training before hiring, training and follow-up by the LEA, and tax credit for hiring special youth. Project staffs reported, and EDD on-site interviews confirmed, that paying wages and workers' compensation enabled many employers to participate.

Job placement. A total of 1,176 students were placed in one or more work experiences during the 1982-83 program. These experiences ranged from minimum skill jobs such as assisting at a recycling center and buring dishes to more skilled jobs such as cashier, retail salesperson, and law office assistant. Based on a sample of 10 projects, the work experiences fell into the following DOT (Dictionary of Occupational Titles) categories: 41 percent in service occupations; 30 percent in clerical or sales; 12 percent in the machine trades; and 17 percent in categories ranging from agriculture to benchwork to structural work occupations. Clearly then, students were being prepared for and trained in those types of jobs which the Bureau of Labor Statistics has projected as high need areas through 1990.

For some students, particularly the lower functioning, some type of public sector work preceded private sector employment. Experiences in schools assisting teachers or in community agencies assisting in hospitals, convalescent homes, or similar sites allowed students to gain training in less competitive surroundings than they would have experienced in private sector jobs. Clearly, work experience presented new and challenging situations for students. Often their school routines were disrupted and class schedules rearranged to accommodate for off-campus work. Several types of incentives were used to encourage students to venture into these new challenges. Students received high school credit, letters of commendation and/or certificates, and job referrals. But the greatest incentive to students was wages.

According to project reports, wages gave greater importance to work experience than any single incentive. Receiving wages affirmed to students that they had "real" jobs and not just another school-type activity. The typical student received minimum wages totaling $545 for up to 150 hours of employment. YEDA

grants paid for 37 percent of the wages; LEAs, for 19 percent; CETA, for 13 percent; the SDE grant, for 11 percent; employers, for 18 percent; and other, for 2 percent.

Follow-up. Once a student was placed at a job site, follow-up was extremely important. It provided linkage between the school and employer, allowed job development and placement procedures to be reviewed, and provided on-site assistance to students and employers, thereby fulfilling program commitments.

Follow-up staff maintained contact with employers and students through frequent telephone calls and periodic on-site visits. This allowed them to provide progress reports and feedback to case managers and school staff about students' successes and about the appropriateness of job placement procedures. Follow-up staff also asked employers to evaluate the performance of students. Sometimes these evaluations were informal, but more often projects developed rating scales to be completed by the employers. Most employers, both private and public, rated student performance as "good" to "very good." Furthermore, employers typically reported positive attitudes towards Work Ability and were willing to continue training disabled students in the future.

Follow-up also included job-site assistance. Primarily, this took the form of counseling with students and consulting with employers. At times, follow-up staff were better able to communicate with students than the employers and could explain procedures and tasks in meaningful terms. Follow-up staff were also able to help employers adapt their methods to the slow-to-learn employed. On rare occasions, follow-up staff suggested minor job-site modifications or student support services not anticipated at time of job placement.

Follow-up was the final activity in the series of activities and services comprising Work Ability. And, as might be expected, activities and services of earlier components claimed greater staff attention. Several projects,

therefore, have indicated that greater importance and attention will be given the follow-up in the future.

Work Readiness

To prepare students for the work experience phase of the projects, staffs engaged in and provided several types of services. Eight services are described in this section, each of which was implemented to some extent in all or most of the LEAs. Included for discussion are student intake, service management, diagnostic assessment, student support services, career exploration, classroom training, vocational training, and employment services.

Student intake. Intake into a project involved recruiting students and screening their qualifications to determine eligibility for the program. In many projects, recruitment activities were broad based. Flyers, brochures, notices, and conferences were used to inform a variety of referral sources about the program's goals, objectives, and the eligibility criteria for student intake. By and large, however, recruitment activities focused on the special education staff and others (e.g., counselors) most familiar with the targeted student population. In a few projects, student self-referral or parental referral played an important role in the intake procedures.

Typically, students and special education staff participated in selection proceedings. Selection committees reviewed the applications, considering variables such as the student's skills, stated areas of interest, previous vocational training and experience, and job readiness for placement. The committees varied in size and composition: some had limited representation; others included special education and vocational teachers, counselors and EDD and DR personnel.

Service management. Management of student services involved coordinating the activities of the different educational and interagency staffs participating

in a project. Coordination of services was accomplished by counselors and other specialist staff, either as teams or as case managers. The staff used intake interview information and diagnostic assessment data to determine student needs for work readiness services and for work experience. Then classroom and vocational training plans were developed. Service managers also provided assessment and student need information to referral agencies, such as EDD and DR.

Special education staff were encouraged to follow through on student recommendations by including these elements in the student's IEP (Individual Education Plan). In addition, often a plan for support services was provided to vocational course instructors, identifying the specific needs of the students. A project form illustrating this type of plan is included in the Appendix (see Exhibit 1).

Eighty-nine students in the program were DR clients prior to participation in projects. Another 1,191 were referred to this agency for services. By the close of the project year, 26 percent (307 students) had been evaluated, found eligible for DR services, and had employment preparation plans developed. Twelve percent were found ineligible or their cases were closed prior to development of a vocational development plan. Still under review were 62 percent of the referrals. Projects reported typical time delays between submission of data to DR and feedback to the LEA of one to three months. More timely responses could have facilitated appropriate servicing of students by projects.

Diagnostic assessment. Planning for appropriate vocational training and placement and referring students to DR required project staffs to employ several types of diagnostic assessment. These ranged from paper and pencil measures of achievement and/or interests, to manipulative measures of dexterity or skill levels, to medical and psychological/psychiatric evaluations. Some diagnostic data were part of student records prior to project intake and were not replicated

(e.g., achievement testing, intelligence scores). Frequently, however, additional types of assessment were needed.

A typical student record contained three or four pieces of assessment data. Approximately 85 percent of the records contained scholastic test data (e.g., the Wide Range Achievement Test, the Peabody, the Brigance) and 84 percent had vocational interest and abilities data (e.g., VALPAR Component Work Sample, the Purdue Pegboard Dexterity Test, the Minnesota Clerical Test). Psychological and/or psychiatric evaluations were in 31 percent and 20 percent, respectively, of the records. General and/or special medical examination information were in 20 percent and 17 percent, respectively. And work competency evaluations were completed for 15 percent of the students.

The range of diagnostic assessments reported reflect DR data requirements for evaluating student eligibility and drawing up vocational plans. DR contributed funds for and/or conducted some assessments in all the categories listed above, with the exception of scholastic aptitude. DR's largest contribution was for the cost of general medicals, where it was the primary or secondary funder for nearly 70 percent of the examinations reported. Some project staff believed DR should consider psychological evaluations as current if they were done within two years instead of one.

Student support services. LEAs, DR, and EDD provided and/or funded student support services for 95 percent of the project participants. Five major classifications of services are discussed below: counseling, transportation, assistive devices, meals and/or clothing, and other.

General and specialized counseling was provided to 91 percent of the students. Topics included identification of general educational goals, specific vocational goals, post-secondary planning, class rescheduling, acceptance of limitations, coping strategies, and independent living skills.

Transportation assistance was required by and provided to nearly half of the students. Bus passes or other arrangements were made to transport students to off-campus vocational training, for job hunting and interviewing, and to work sites for employed students (at least until the first paycheck was received). Local municipal transit companies occasionally cooperated with projects, providing free passes for students as needed.

Special assistive devices were provided for 44 students (2 percent). These included special tools or learning devices accommodating the exceptional needs of physically, visually, or learning impaired students. For example, picture boards of job tasks were prepared for some nonreading, severely disabled students.

Approximately 2 percent of the students received special assistance in the form of meals and/or clothing. Substantial proportions of the costs were provided by DR and community-based organizations.

Finally, a wide variety of other student support services were provided to 26 percent of the students. Most frequently mentioned in this category of service were teaching aides for very low functioning students and interpreters or translators for the deaf or hearing impaired.

Classroom instruction. Employment related instruction was a common element provided to all participating students. Instructors varied: 52 percent were special education teachers, 21 percent were other high school teachers, 23 percent were ROP/C instructors, and 4 percent were others.

Between 80 and 86 percent of the students received five or more hours of instruction in the following content areas: employment related concepts (e.g., job market, payroll withholding, social security); employer expectations (e.g., appropriate work habits and behaviors, attendance and punctuality,

dress and grooming); and job seeking skills (e.g., using want ads, telephoning for additional information, making appointments). Other instructional content included job requirements (e.g., skills required, educational preparation, working conditions); employment opportunities (e.g., EDD job listings); and independent living skills (e.g., using public transportation, handling money). The degree to which each type of staff provided this instruction is shown in the Appendix (see Table A-3).

Project staff provided teachers with supplementary curriculum materials as needed and as were available. They also emphasized the content areas of special need to students. Some projects were able to establish special employment preparation/job skills courses; the majority of projects, however, infused the content cited into pre-existing courses and classes. The concensus of projects reporting was that students needed additional teaching and reinforcing of employment related skills and that such training begin as early as the freshman or sophomore years.

Career exploration. Projects reported that 90 percent of the students explored career avenues, some prior to project intake and others as part of the program. Typically, this exploration occurred in special education classrooms and/or Career Centers where 64 percent of the students matched their vocational interests and abilities (determined during diagnostic assessment) to clusters of jobs. Then Career Center materials such as job descriptions, filmstrips, and audio cassette tapes were used to gain more information about specific jobs or job clusters.

Career exploration experiences also included visiting job sites (47 percent of the students), interviewing a worker or employer (26 percent), and participating in a Job Club (7 percent). Job Clubs, sponsored and operated by

EDD or DR, gave students opportunities to participate in videotaped mock interviews and to practice using the telephone to obtain interview appointments. Students benefited from these experiences, gaining greater confidence through group support.

Other career exploration activities included career days/nights and various guest speaker programs. Through these activities, students had the opporuntity to meet with and speak to employers and representatives of EDD, DR, post-secondary schools and colleges.

Vocational courses. Fifty-seven percent of the students completed one or more vocational education courses. The majority were traditional courses offered on high school campuses, including industrial arts (26 percent participation), trade and industry (15 percent), office occupations (8 percent), and work experience (26 percent). Other courses completed included home economics, agriculture, health occupations, consumer and technical education, and distributive education.

For many students, no special adaptation of course content or accomodations were necessary. However, for others additional resources were provided, including teacher aides to assist instructors, modify materials and equipment, and assist students. A few projects developed special vocational courses adapted to special students. In some cases, the courses provided specific entry-level job skills; in others, the courses prepared students for mainstreaming into regular vocational courses.

ROP/Cs played a significant role in several projects. In one SELPA, students enrolled in the following types of courses: food service (16 percent participation), restaurant training (12 percent), auto related skills and merchandising (9 percent each), graphic arts and grocery checking (8 percent each), and assembly and machine tooling (5 percent each). ROP/Cs typically

received no additional compensation for serving special students. To help offset some of the excess costs, LEAs frequently provided supplementary resources and/or assistance to these programs and centers.

Employment services. As a part of work readiness, projects provided employment services to students. Specifically, 42 percent of the students received employer referrals, 35 percent received job interviewing counseling, 32 percent were helped to prepare resumes, 28 percent were registered with EDD employment services, and 24 percent participated in job search workshops.

The employment services provided by EDD staff were important for the program. In local offices where resources and personnel were available, students were registered and interviewed. EDD staff also took the lead in providing job search workshops and job referrals for students.

## ANALYSIS OF THE PROGRAM

This portion of the report is divided into three sections. The first analyzes the impact of Work Ability on the employment of students. The second section contains a detailed examination of program costs by components and project staff ratings of the effectiveness and importance of these components to the program. Finally, the third section is a cost analysis, dealing specifically with cost sharing by the participating agencies, cost savings accruing to these agencies, and reasons for differential expenditures by LEAs.

### Employment Outcomes

The long-range impact of Work Ability is the extent to which participants eventually obtain and hold unsubsidized jobs. The short-term impact can be measured by reports from projects about student employment as of May 1983. As of that time, 335 students had unsubsidized jobs and 369 students had employer commitments for jobs to begin in June.

However, students were in various stages of employment preparation. One group had completed work readiness preparation only; a second group had public sector work experience only; and a third group had private sector work experience. The stage of employment preparation was related to the type of employment students obtain (public versus unsubsidized private sector) and the time at which they obtained these jobs (May versus June). These relationships are shown in Table 1 and are discussed below.

Of the 727 students who completed work readiness preparation only, 141 or 20 percent obtained jobs. Two-thirds of the jobs were commitments for June employment and 61 percent were with private sector employers. The majority of students in this stage were likely to be among the 1,052 students who planned to return to high school in the fall.

Table 1

PUBLIC AND PRIVATE SECTOR EMPLOYMENT

Percent of Jobs According to Stages of Preparation

| Type and time of employment | Percent of jobs by stage of preparation | | |
|---|---|---|---|
| | Work readiness only | Paid work experience | |
| | | Public | Private |
| Public sector | 39 | 76 | 8 |
| by May | 5 | 20 | 3 |
| for June | 34 | 56 | 5 |
| Private sector | 61 | 24 | 92 |
| by May | 30 | 13 | 54 |
| for June | 31 | 11 | 38 |
| Totals, percent | 100 | 100 | 100 |
| jobs | 141 | 151 | 412 |

Students in the second stage of employment preparation, i.e., public sector work experience, were most likely to obtain public sector jobs: 76 percent of the 151 jobs obtained were in the public sector. Overall, the employment rate for 364 students with public sector work experience was 41 percent. Two-thirds of the jobs were employer commitments for work starting in June.

Students with private sector work experience formed the largest group--812 students. These students had the highest employment rate (51 percent). The overwhelming majority (92 percent) of the 412 jobs obtained were in the private sector. And, in contrast to the pattern of students in the other two stages of employment preparation, private sector work experience students obtained a majority of their jobs as of May.

Finally, employers who participated in the Work Ability work experience training provided three-fourths of the 335 unsubsidized May jobs held by students. Of these employers, private sector employers provided 217 (86 percent) of the May jobs.

Component Analysis

Work Ability had three major components, developed and implemented sequentially to obtain the goals of the program. Each component encompassed several activities and services. This section of the report presents data on the estimated costs of each component and its constituent parts. It concludes with project staff end-of-year ratings of the effectiveness and importance of the components.

Component costs. Project staff reported per student costs, including estimated staff time costs, for services and activities included in each program component.[4] Table 2 indicates the numbers of students served, the per student cost distributions, and program costs (students times average per student costs). The data are listed in order of program costs for each of the components: project support, work experience, and work readiness.

Project support activity costs total $529,000 or 19 percent of the total estimated program cost. Most costly of these activities were interagency involvement and educational staff involvement. Per student costs were found to vary considerable as can be seen when examining the distributions. The median or average cost is indicated by $Q_2$ (50th percentile). The variability is indicated by the difference between $Q_3$ (75th percentile) and $Q_1$ (25th percentile). For interagency involvement, the median ($Q_2$) cost was $109 and the $Q_3$ and $Q_1$ costs were $178 and $22, respectively.

[4]The directions provided to staff appear in the Appendix (see Exhibit 2).

Table 2

PROGRAM COSTS BY TYPE OF COMPONENT*

Work Ability Program, 1982-83

| Type of component | Number of students | Per student cost distribution | | | Program costs | |
|---|---|---|---|---|---|---|
| | | Q1 | Q2 | Q3 | In thousands | Percent |
| Project Support: | | | | | $529 | 18.7 |
| Interagency | 1,903 | $22 | $109 | $178 | $208 | 7.4 |
| Education staff | 1,903 | 39 | 75 | 179 | 143 | 5.1 |
| Employers | 1,903 | 7 | 42 | 123 | 79 | 2.8 |
| Parents | 1,903 | 15 | 20 | 54 | 38 | 1.3 |
| Community | 1,903 | 7 | 19 | 31 | 36 | 1.3 |
| Advisory groups | 1,903 | 4 | 13 | 23 | 25 | 0.8 |
| Work Experience: | | | | | $1,077 | 38.2 |
| Student wages | 1,176 | - | 545 | - | $641 | 22.7 |
| Follow-up | 1,176 | 32 | 137 | 280 | 161 | 5.7 |
| Placement | 1,176 | 49 | 136 | 402 | 160 | 5.7 |
| Job development | 1,176 | 43 | 98 | 193 | 115 | 4.1 |
| Work Readiness: | | | | | $1,216 | 43.1 |
| Classroom instruction | 1,903 | 52 | 162 | 438 | $308 | 10.9 |
| Diagnostic assessment | 1,826 | 16 | 150 | 220 | 275 | 9.7 |
| Service management | 1,903 | 47 | 111 | 257 | 211 | 7.5 |
| Intake screening | 1,903 | 18 | 96 | 132 | 183 | 6.5 |
| Student support | 1,732 | 15 | 62 | 112 | 107 | 3.8 |
| Employment services | 1,322 | 20 | 67 | 107 | 89 | 3.2 |
| Career exploration | 1,732 | 14 | 25 | 67 | 43 | 1.5 |
| Totals | - | - | - | - | $2,822 | 100.0 |

*Cost of a component was reported by projects, ranging in number from 12 to 21. Student wage costs were estimated using a projection of EDD disbursements to 431 of the students.

Work experience cost an estimated $1.1 million (38 percent of the total), $641,000 of which was paid in wages to work experience students.[5] The average student received $545 in wages and other associated services costs: $98 for job development, $136 for job placement, and $137 for job follow-up. Among the work experience services the greatest variation in costs reported was for placement, ranging from a $Q_1$ of $49 per student to a $Q_3$ of $402 per student. The number of severely disabled in work experience placements appears to have affected the costs substantially, particularly for projects with large proportions of these students.

Work readiness activities had an estimated cost of $1.2 million (43 percent of the total). The greatest variation in costs was reported for classroom instruction, where the average cost reported was $162 per student, but the variability ranged from $52 at $Q_1$ to $438 at $Q_3$. Diagnostic assessment was the second most costly activity with a median cost per student of $150.

Circle graphs are contained in the Appendix (Figures A-1 through A-3). These illustrate in a different format the relationships among constituent parts of each component.

Effectiveness and importance. At the end of the year, project staffs evaluated their programs to identify strengths and weaknesses. Their findings had local and state implications: individual projects identified areas for future local program modification; and the aggregated findings provided the state with information for its future planning.

Projects rated their program activities and services in terms of effectiveness and importance, from low to high on a scale of one to five. Effectiveness (E) reflected staff judgments about the execution of activities/services, and importance (I) referred to their centrality to the program as a whole. These

[5] This is a projection based on the $235,000 in YEDA (EDD) funds paid to 431 of the 1,176 students.

data are shown in Figure 1 and will be discussed in terms of the three major program components.

Among the Project Support activities, projects rated education staff involvement highest in both E and I, and indeed, they spent the greatest percent of Project Support dollars in this area. In contrast, projects rated advisory group and parent involvement relatively low in E and spent approximately 5 percent and 7 percent on these activities. However, the greatest difference between E and I is noted for community and parent activities, suggesting the projects wish to more actively involve both groups.

Among the Work Readiness activities, student support was given the highest E rating and had the least discrepancy between E and I. In contrast, both employment services and career exploration received low E ratings, relative to the other activities. Approximately 7 percent and 4 percent of the component dollars were spent in these areas. However, employment services had a very much higher I rating, suggesting that projects see a need to offer more of these services to job ready students.

Work Experience activities included job development, student placement, and follow-up services to students. E and I ratings were fairly consistent for these activities, the greatest E to I difference reported for follow-up--a very labor intensive activity.

Cost Analysis

This section has three parts. It begins with cost sharing by the participating agencies, delineating the proportions of cost borne by each to provide diagnostic assessment, student support, employment services, and work experience. Next cost savings are analyzed, with illustrations of the significant per client savings each agency obtained. Finally, LEA expenditure differentials are examined in terms of amounts of private sector work experience and numbers of severely disabled students.

| Program components | Ratings of effectiveness (E) and importance (I)* (Means of staff ratings from 1 to 5, low to high) |
|---|---|
| | 3.4 3.6 3.8 4.0 4.2 4.4 4.6 4.8 |
| **Project Support Activities** | |
| Education staff involvement | E I |
| Employer involvement | E I |
| Interagency involvement | E I |
| Community involvement | E I |
| Advisory group involvement | E I |
| Parent involvement | E I |
| **Work Readiness** | |
| Student support | E I |
| Intake | E I |
| Vocational courses | E I |
| Diagnostic assessment | E I |
| Classroom training | E I |
| Services management | E I |
| Employment services | E I |
| Career exploration | E I |
| **Work Experience** | |
| Job development | E I |
| Student placement | E I |
| Follow-up | E I |
| | 3.4 3.6 3.8 4.0 4.2 4.4 4.6 4.8 |

*E - Effectiveness refers to the execution of a project component.

I - Importance refers to the centrality of the component to the overall project.

FIGURE 1. EFFECTIVENESS AND IMPORTANCE OF PROJECT COMPONENTS

Work Ability Program, 1982-83

Cost sharing. LEAs, participating state agencies, and communities shared costs for Work Ability services. By redirecting their resources, LEAs used their regular funding for approximately half of the estimated $2.8 million cost of the program; SDE and EDD provided 33 percent and 8 percent from discretionary funds. To understand more clearly the patterns of cost sharing as it operated at the local level, one needs to analyze student data reported by project staff for the following services: (1) diagnostic assessment; (2) student support; (3) employment services; and (4) work experience wages. Because these services were the focus of interagency plans for sharing roles and responsibilities, the initial grants became the base line. The estimated costs of services are shown in Table 3 together with the percent of student services provided by each funding source.

The major providers of diagnostic assessment were the LEAs (54 percent) and the SDE (36 percent). Similar proportions of costs were assumed by these agencies for student support and employment services. However, for work experience, EDD and communities provided two-thirds of the wages. Private sector employers and CETA prime sponsors provided most of the community funding.

DR and CBOs also participated in each of the four categories of service. DR's efforts were concentrated in diagnostic assessment and student support. Figures and tables in the Appendix further delineate the cost sharing (Tables A-4 through A-7). The circle graphs (Figures A-4 through A-7) illustrate the percent of costs provided by agencies.

Cost savings. The cost sharing by participating agencies resulted in substantial cost savings to each agency. Examples of specific savings are described in the following paragraphs.

Table 3

PROGRAM COSTS BY TYPE OF COMPONENT

Work Ability Program, 1982-83

| Type of student service | Total cost | Percent of costs provided by agency | | | |
|---|---|---|---|---|---|
| | | LEAs | State agencies | Community | Total |
| Diagnostic assessment | $274,000 | 54 | 43<br>SDE 36<br>EDD 1<br>DR 6 | 3<br>CETA 1<br>CBOs 2 | 100 |
| Student support | 107,000 | 49 | 46<br>SDE 37<br>EDD 2<br>DR 7 | 5<br>CETA 3<br>CBOs 2 | 100 |
| Employment services | 89,000 | 39 | 55<br>SDE 37<br>EDD 15<br>DR 3 | 6<br>CETA 5<br>CBOs 1 | 100 |
| Work experience wages | 641,000 | 19 | 49<br>SDE 11<br>EDD 37<br>DR 1 | 32<br>CETA 13<br>CBOs 1<br>Employers 18 | 100 |

SDE allocated $921,272 to Work Ability, anticipating in the initial interagency agreement that 1,400 students would participate. Therefore, the anticipated per student cost to SDE was $658. But sharing of costs and services permitted Work Ability projects to serve 1,903 students or 36 percent more than projected. Hence, SDE's cost per student was reduced 26 percent to $484.

EDD cost savings were significant. Although this agency contributed YEDA funds only for student wages and associated costs (e.g., processing payrolls), it benefited from services such as vocational assessments and counseling provided for students by the LEAs and other agencies. Consequently, its Work

Ability per client expenditures were much lower than for its typical YEDA clientele.

DR cost savings resulted from service agreements with the LEAs for determining client eligibility and developing vocational and employment plans. LEAs screened 1,903 handicapped students and referred 1,191 as potential DR clients. Based on the average per student costs reported by projects, $179,000 worth of diagnostic assessment information was provided to DR. For non-Work Ability clients, DR typically absorbed these costs.

LEAs provided a comprehensive vocational preparation and training program to students which had a total estimated cost of $2.8 million. Based on this figure, the per student cost was $1,483. However, because of the Interagency Agreement and resulting sharing of cost and services, the actual cost to the LEAs was reduced by approximately half. Job development illustrates one type of cost savings to the LEAs. Many districts contracted with EDD or other agencies (e.g., CETA) for job development at reduced or no cost. Without this cooperation, the LEAs would have had to hire additional staff for this service.

LEA expenditure differentials. Significant differences in the per student expenditures from $1,156,272 in state grants were found for different types of LEAs. Whereas any number of reasons contribute to these differentials, two were identified that largely explain the per student expenditures in the data reported: Work Ability's focus on private sector work experience and the additional support needs of severely disabled students.

Work Ability placed special emphasis on developing jobs, placing students in positions that matched their interests and abilities, and conducting follow-up support for students and their employers. These activities comprised the work experience component and were of necessity very labor intensive. Thus, the more work experience a project provided students, the more costly the program.

Furthermore, private sector work experiences were more costly than those in the public sector principally because of developing job opportunities, placement, and providing needed follow-up support. Consequently, the proportion of students that were provided private sector work experience affected the per student expenditures.

The number of severely disabled students also affected LEA costs. The severely disabled constituted 24 percent of the participants but had 2.7 times as many severe employment limitations than other students had. They completed fewer vocational courses (20 percent fewer), received fewer employment services (24 percent fewer), and received more student support services (31 percent more). But the severely disabled participated equally in terms of work experience, having proportionally the same number of work experiences as the other participants. Therefore, projects with high proportions of severely disabled had greater per student expenditures.

Program focus on work experience and the additional support needs of the severely disabled student explain a substantial part of the per student expenditure differentials found in Table 4. Based on the combined SDE and EDD grants ($1.2 million), the average per student expenditure was $608. The 11 county offices and four SELPAs exceeded this amount, however. By examining the percent of severely disabled in the LEA student population and the percent of work experience students placed in the private sector, these variances from the average per student expenditure can be understood.

To illustrate the impact that the number of severely disabled had on per student expenditures, the Table 4 data for county offices are examined. The proportion of students served is used as a basis for establishing expectations and making comparisons. Although the county offices provided "expected" amounts of work experience (27 percent and 28 percent), considering the students served (26 percent), they had 1.4 times as many severely disabled students (37 percent

divided by 26 percent). Their grant expenditure per student was 1.3 times the program's average ($781 divided by $608). Taken together, the county office ratios (1.4 and 1.3) confirm that projects with larger proportions of severely disabled students experience greater per student expenditures.

SELPAs, on the other hand, had the same proportion of severely disabled students as students served (9 percent and 9 percent), but provided 1.8 times as many private sector work experiences (16 percent divided by 9 percent). These projects also had larger per student expenditures, 1.6 times the average for the program. These SELPA ratios (1.8 and 1.6) verify that as LEAs provide more private sector work experience, their per student expenditures increase proportionately.

Table 4

LEA EXPENDITURE DIFFERENTIALS

Work Ability Program, 1982-83
(Percentage distributions explaining per student expenditures)

| Number and type of LEA | Students served | Severely disabled students | Work experience | | Grant expenditures per student |
|---|---|---|---|---|---|
| | | | Private sector | School and public | |
| 18 school districts | 53 | 42 | 45 | 64 | $539 |
| 11 county offices | 26 | 37* | 27 | 28 | $781 |
| 4 SELPAs | 9 | 9 | 16* | 8 | $954 |
| 1 ROP/C | 12 | 12 | 12 | - | $291 |
| Totals | | | | | |
| Percent | 100 | 100 | 100 | 100 | |
| Number | 1,903 | 458 | 816 | 533 | |
| Average | | | | | $608 |

*This percent is significantly greater than the percent of students served.

Finally, the data reported for the one ROP are not consistent with the above analysis. At this point, the lower per student expenditure cannot be explained on the basis of the number of severely disabled or amount of private sector work experience. The expenditure differential is likely related to the absence of school and public sector work experience.

APPENDIX

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## HANDICAPPED

Vocational class is: ___ Agriculture ___ Distributive education ___ Consumer-homemaking education ___ Health occupations

___ Home economics related occupation ___ Industrial arts ___ Office education ___ Industrial education

_____ is not succeeding or expected to succeed in a regular vocational education program because of the following:
(Name of student)

### DIAGNOSIS

Check the appropriate characteristics to identify student's handicapping condition(s):

A. ___ Mentally retarded
Describe: _____
B. ___ Hard of hearing
Describe: _____
C. ___ Deaf
Describe: _____
D. ___ Speech impaired
Describe: _____
E. ___ Visually handicapped
___ Partially ___ Blind
F. ___ Seriously emotionally disturbed
Describe: _____
G. ___ Orthopedically impaired
Describe: _____
H. ___ Other health impaired person, or persons with specific learning disabilities
Describe: _____

### PRESCRIPTION

Items checked are the programs or services necessary for the student to succeed in the program:

___ Specialized vocational counseling
___ Extended community involvement
___ Use of teacher aides
___ Tutorial services and assistance
___ Integration of basic education and vocational subject matter
___ Team teaching in special vocational programs
___ Curriculum modification (implementation, not development)
___ Programmed and individualized instruction
___ Special teachers
___ Special teachers for job readiness evaluation
___ Arrangements for transportation
___ Specialized equipment
___ Vocational assessment
___ Other (Describe)
_____

### TREATMENT

Describe services rendered:

EXHIBIT 1

Refer to pages 3-33 to 3-35B, *California Five-Year State Plan for Vocational Education*, 1980.

An individualized education program (IEP), developed in conjunction with vocational education personnel, must be on file for each vocational secondary student served.

Was the student able to succeed in the vocational program after the service was rendered? ___ Yes ___ No
If no, use reverse side to give a narrative account of the progress and to make recommendations.

Prepared by _____ Date _____

FOR LEA ADMINISTRATIVE USE ONLY

Funds used are from:

SP 2____ SP 3____

NAME _____ SCHOOL _____ TEACHER _____

**CAP**

| INTERVIEWS | PLACEMENT | OTHER |
|---|---|---|
| | | |

**DEPT. OF REHABILITATION**

| RELEASE OF INFO. | APPLICATION | IEP | PSYCH. REPORTS | MEDICAL EXAM | OTHER |
|---|---|---|---|---|---|
| | | | | | |

**EMPLOYMENT DEVELOPMENT DEPARTMENT**

| INTERVIEWS | TJTC VOUCHER | OTHER |
|---|---|---|
| | | |

**WORKABILITY**

| ASSESSMENT | CAREER SEARCH | INTERVIEWS | PLACEMENT | OTHER |
|---|---|---|---|---|
| | | | | |

**VOCATIONAL CLASSES**

| SEMESTER | CLASS | COMMENTS |
|---|---|---|
| | | |

**WORK EXPERIENCE**

| SEMESTER | EMPLOYMENT | COMMENTS |
|---|---|---|
| | | |

**OTHER**

BEST COPY AVAILABLE

Exhibit 2

How to Determine Program Service Costs/Students Served*

Total direct program costs for the time period divided by the total number of students served in the program plus the indirect cost per service unit = cost/student served.

All direct service staff costs (salaries and employee benefits) plus actual program costs (books, supplies, equipment replacement, contracted services, travel, etc.) = total direct program costs.

All costs which overlie several program service areas divided by the total service units = the indirect cost per service unit. Such costs can be administrative and clerical staff costs, general office supplies, reprographic costs, office maintenance, etc.

Example: You are to determine the program service cost/student for Classroom Training that was Work Ability Project related. The total Project served 50 students with the following breakdown per service received:

| | |
|---|---|
| Students receiving Intake and Enrollment | 50 |
| Students receiving Case Management | 50 |
| Students receiving Testing/Assessment | 40 |
| Students receiving Student Support | 10 |
| Students receiving Classroom Training | 30 |
| Students receiving Career Exploration | 20 |
| Students receiving Vocational Training | 30 |
| Students receiving Work Experience | 40 |
| Students receiving Employment Services | 30 |
| Total Service Units | 300 |

*These directions were provided by Dan Hulbert, Rehabilitation Services Administrator of the Career Assessment and Placement Center (a joint venture of the Whittier Area Cooperative Special Education Program and Whittier Union High School District accredited by the National Commission on Accreditation of Rehabilitation).

Your total direct program costs are the staff costs (salaries and employee benefits) of a work experience coordinator and an instructional aide who spent 25 percent of their time on classroom training.

| | |
|---|---|
| Plus | $7,500 |
| The Instructional Supplies and Media Materials used | + 300 |
| Total Direct Costs | 7,800 |
| Divided by students served | ÷ 30 |
| Direct Cost of Classroom Training/Student | $ 260 |

The indirect cost per service unit is the administrative and clerical costs of the Special Education Director who spends 25 percent of his or her time on the Work Ability Project, a secretary who spends 50 percent of his or her time on the Project, and the Vocational Education Director who spends 10 percent of his or her time on the Project.

| | |
|---|---|
| | $24,000 |
| Plus General Office Supplies for the Project | 200 |
| Plus Reprographic Costs for the Project | + 100 |
| Total Indirect Costs | $24,300 |
| Divided by Total Service Units | ÷ 300 |
| Indirect Cost/Service Unit | $ 81 |
| | |
| Direct Cost of Classroom Training/Student | $ 260 |
| Plus Indirect Cost/Service Unit | + 81 |
| | |
| Total Cost for Classroom Training Services Per Student | $ 341 |

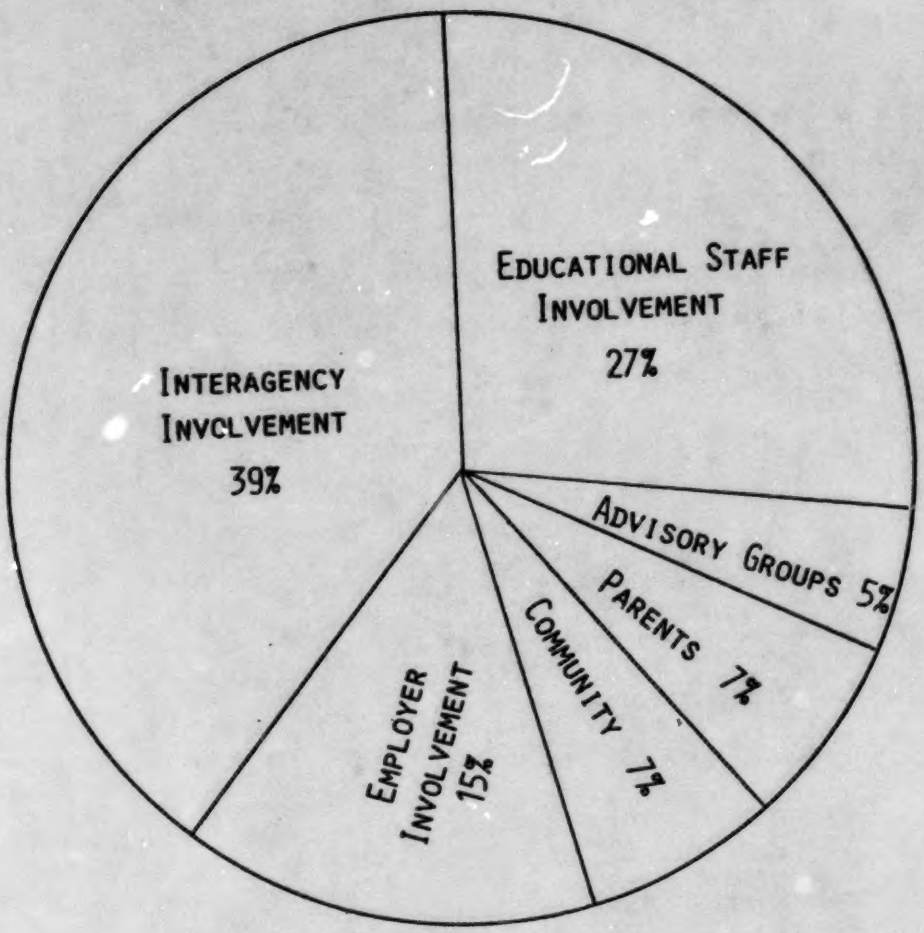


**Figure A-1**

**WORK ABILITY PROGRAM, 1982-83**

**PROJECT SUPPORT COSTS**

**$529,000**

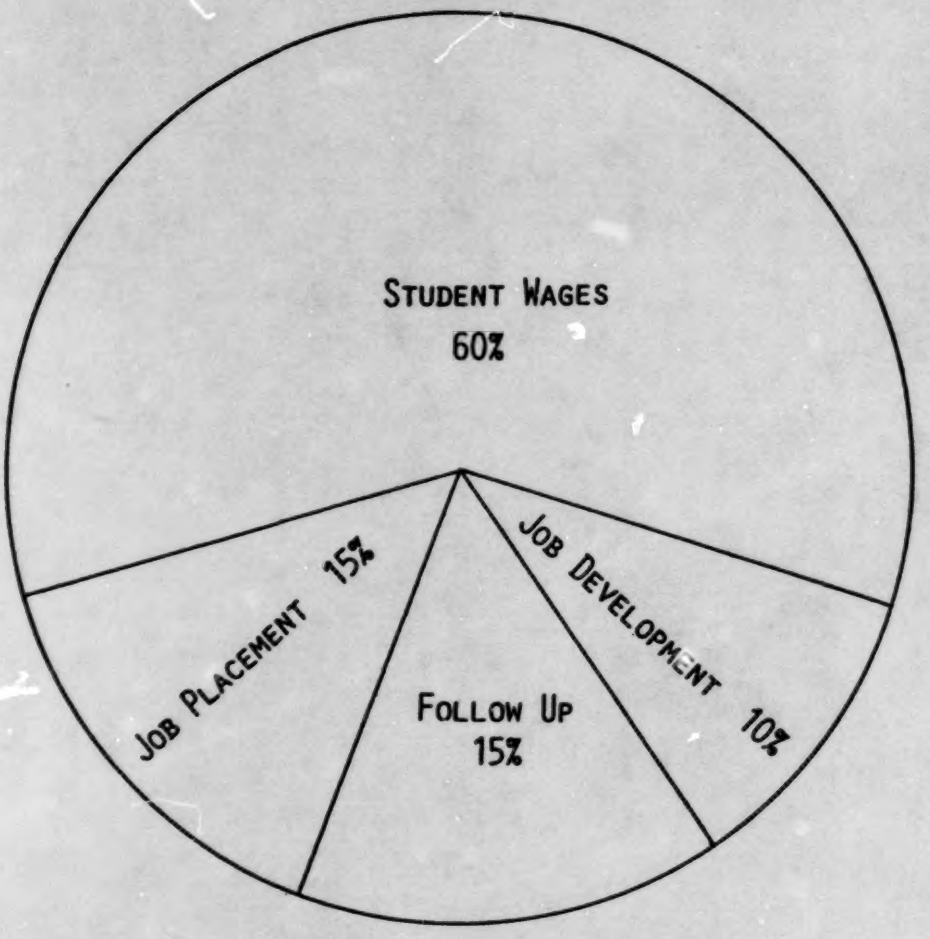


Figure A-2

WORK ABILITY PROGRAM, 1982-83

WORK EXPERIENCE COSTS

$1,077,000

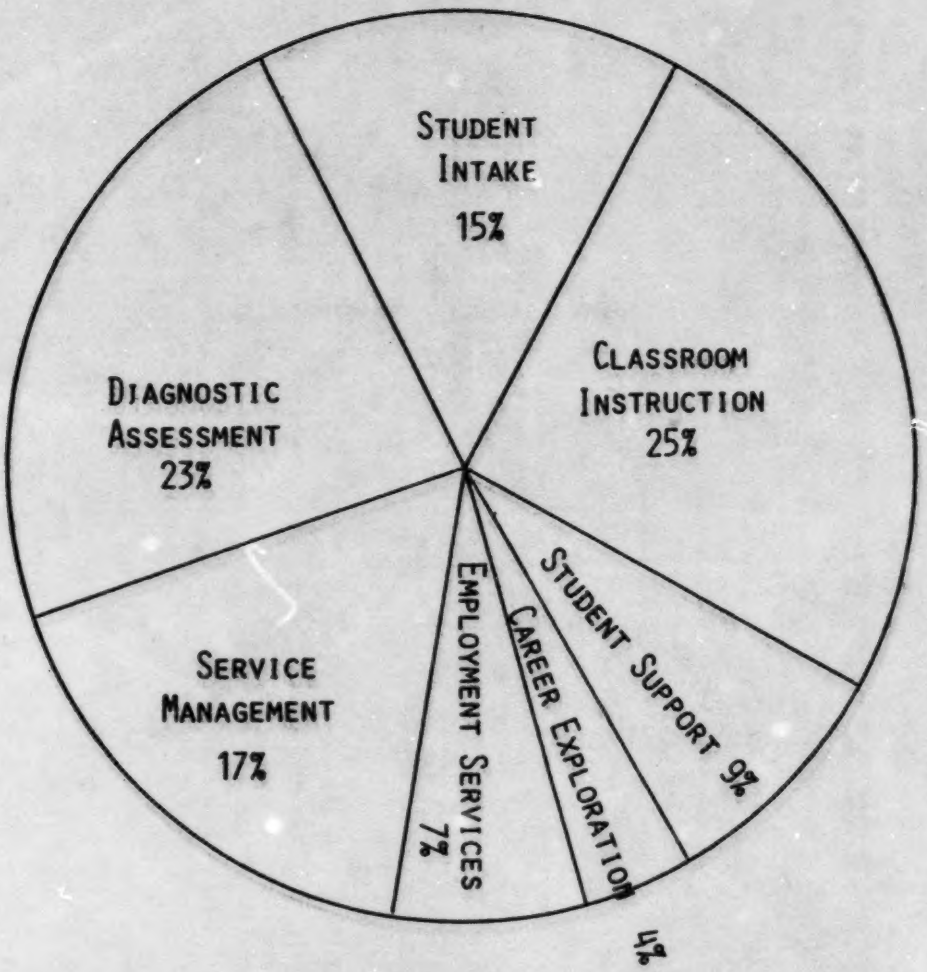


Figure A-3

WORK ABILITY PROGRAM, 1982-83

WORK READINESS COSTS

$1,216,000

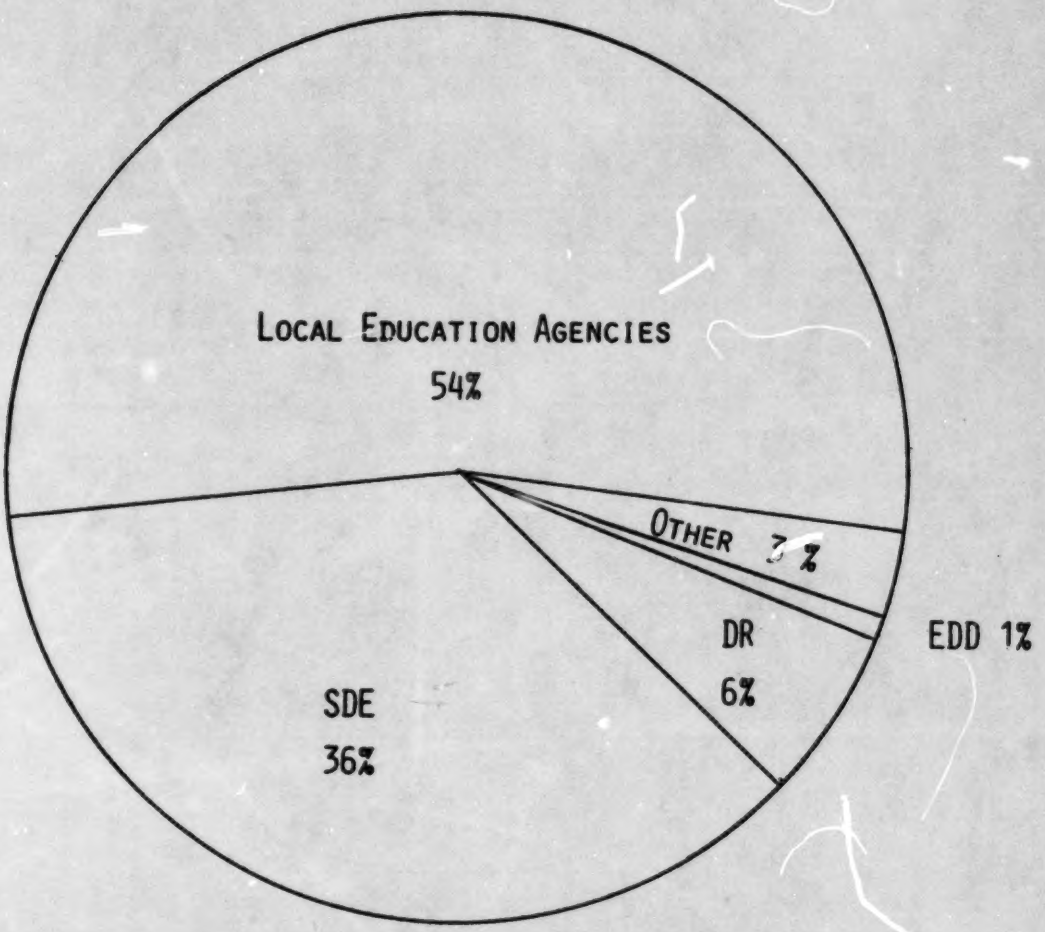


**Figure A-4**

**DIAGNOSTIC ASSESSMENT**

**$274,000**

**PERCENT OF COSTS PROVIDED BY AGENCIES**

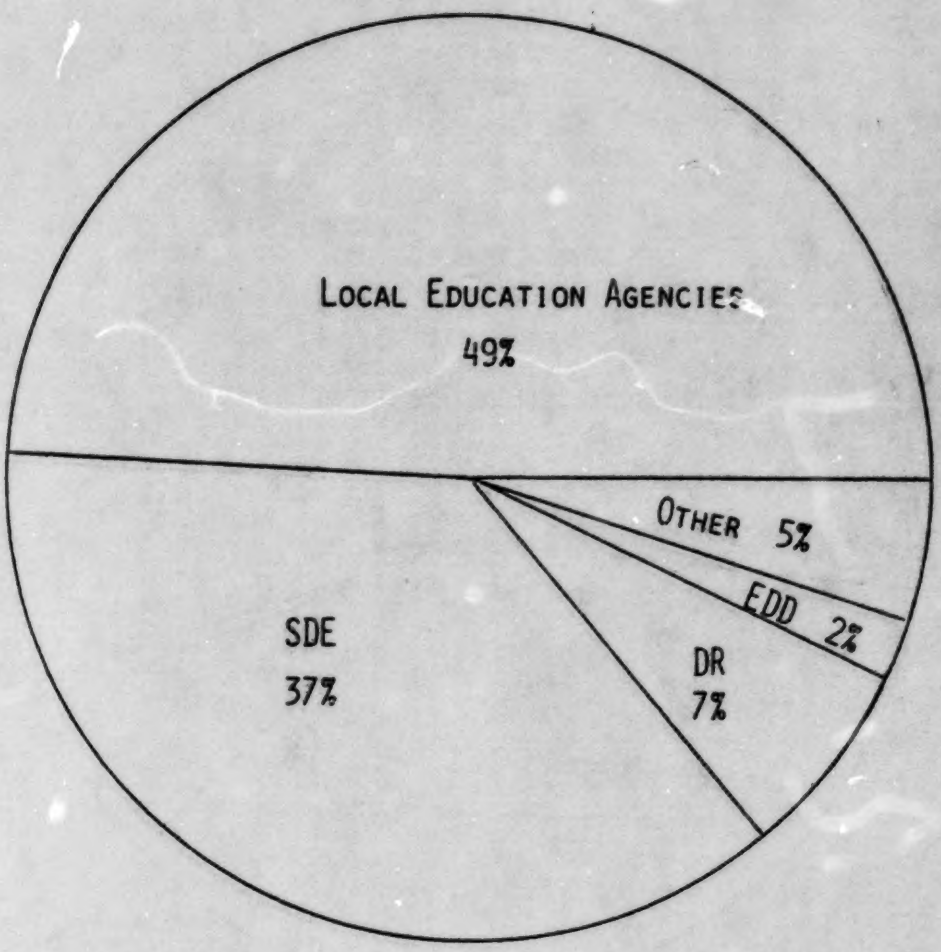


Figure A-5

STUDENT SUPPORT

$107,000

PERCENT OF COSTS PROVIDED BY AGENCIES

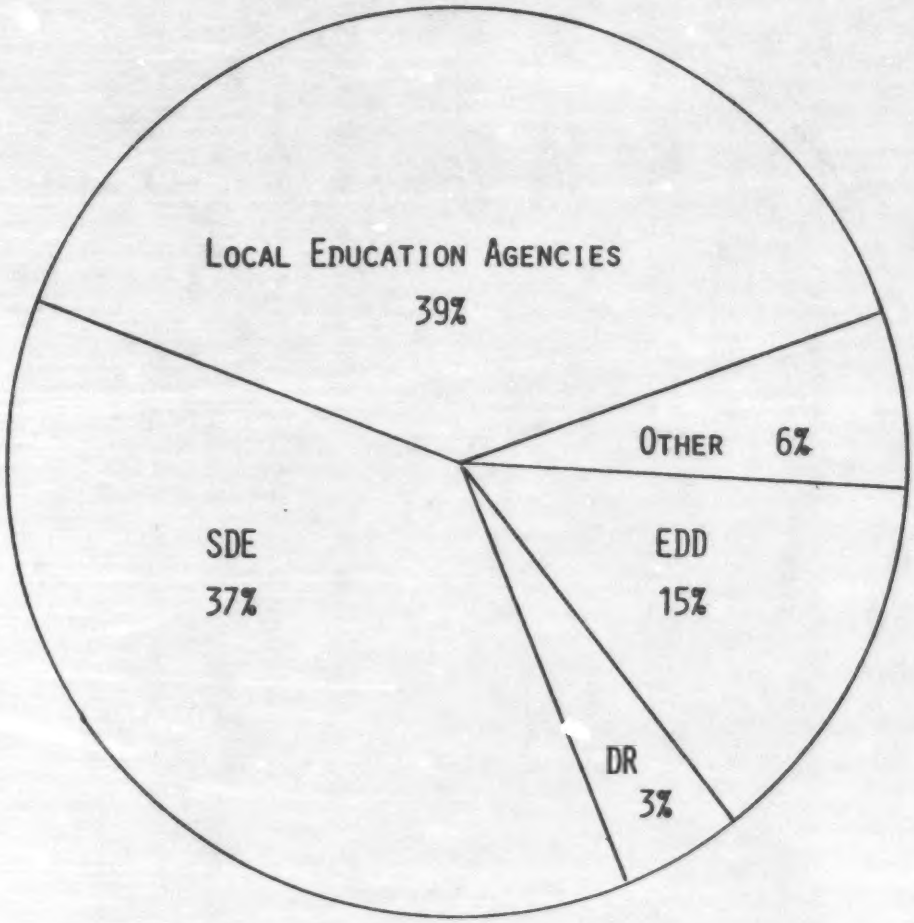


Figure A-6

EMPLOYMENT SERVICES

$89,000

PERCENT OF COSTS PROVIDED BY AGENCIES

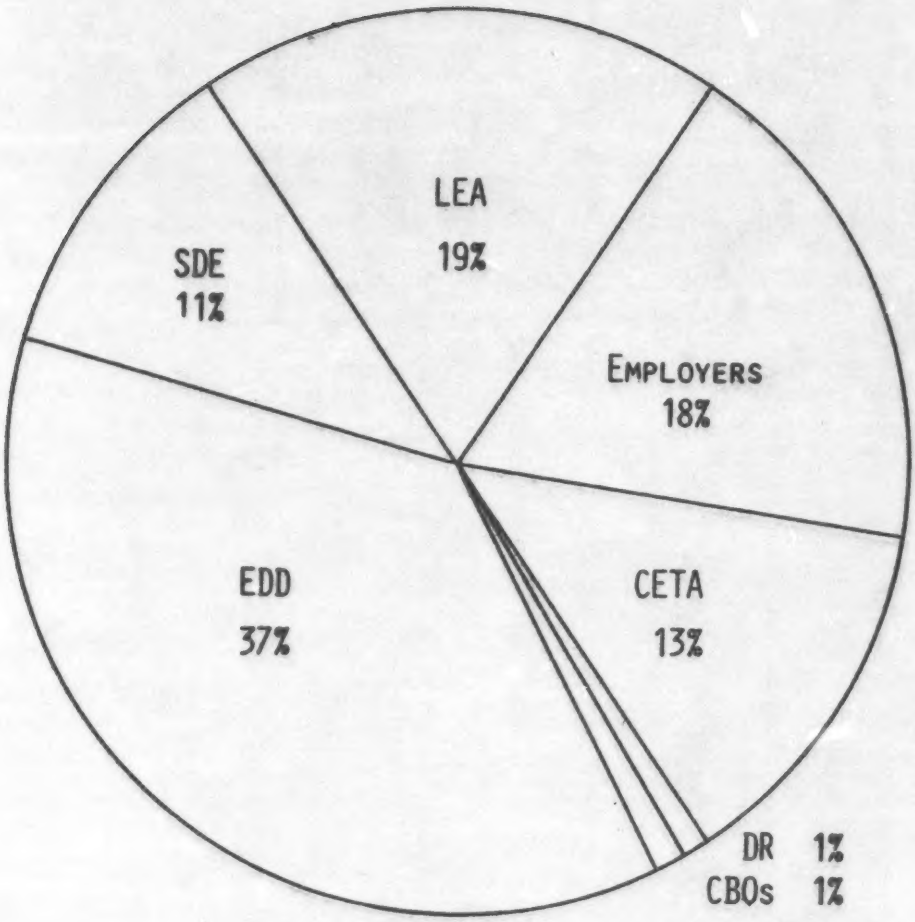


Figure A-7

WORK EXPERIENCE WAGES

$641,000

PERCENT OF COSTS PROVIDED BY AGENCIES

Table A-1

LOCAL EDUCATIONAL AGENCY PROJECTS

Work Ability Program, 1982-83

Bellflower Unified School District

Berkeley/Alameda Unified School District

Contra Costa County Office of Education

Culver City Unified School District

Fresno County Office of Education

Garden Grove Union High School District

Grant Joint Union/Elk Grove Unified School District

Huntington Beach Union High School District

Irvine Unified School District

Jefferson Union High School District, Pacifica

Lake Tahoe Unified School District

Los Angeles Unified School District

Marin County Office of Education

Merced County Office of Education

Napa County Special Education Local Plan Area

North Inland County Education Local Plan Area

North Orange County Regional Occupation Program

Oceanside Unified School District

Pajaro Valley Unified School District

Richmond Unified School District

Riverside/San Bernardino Counties Offices of Education

San Francisco Unified School District

San Jose Unified School District

San Lorenzo Unified School District

San Mateo County Office of Education

Santa Barbara County Office of Education

Santa Clara County Office of Education

Sutter County Schools Office

Tri-Counties Consortium (Amador, Calaveras, Tuolumne)

Trinity County Office of Education

Tulare County Office of Education

Vallejo County Special Education Local Plan Area

Ventura County Special Education Local Plan Area

Whittier Union High School District

Table A-2

DISABILITIES OF STUDENTS

Work Ability Program, 1982-83*

| Disability | Number | Percent[t] |
|---|---|---|
| Mentally retarded | 308 | 16.2 |
| Hard of hearing | 48 | 2.5 |
| Deaf | 82 | 4.3 |
| Speech impaired | 67 | 3.5 |
| Visually handicapped | 31 | 1.6 |
| Seriously emotional disturbed | 89 | 4.7 |
| Orthopedically impaired | 51 | 2.7 |
| Other health impaired | 38 | 2.0 |
| Specific learning disability | 1,381 | 72.6 |
| Multihandicapped | 69 | 3.6 |

*Twenty-four percent (456) are classified as severely disabled according to California Education Code criteria.

[t]These percents were based on the total number of disabled students (1,903), not the total number of disabilities. Of the 1,903 students, 201 had multiple disabilities.

Table A-3

USE OF TEACHING RESOURCES FOR CLASSROOM INSTRUCTION

Work Ability Program, 1982-83

| Instructional content | | Percent instructed by each type of teacher* | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | High school staff | | | | | |
| Five or more classroom hours each | Students instructed | Special education | ROP | Work experience | Regular | Vocational education | EDD | CBO | Total |
| Employment concepts | 1,627 | 74<br>(17) | 2<br>(24) | 9<br>( 9) | 19 | 4<br>(5) | <br>(1) | | 100 |
| Employer expectations | 1,583 | 65<br>( 3) | 17<br>(10) | 6<br>(12) | 4 | 4<br>(3) | <br>(5) | 4<br>(2) | 100 |
| Job-seeking skills | 1,526 | 84<br>( 4) | 3<br>(27) | 5<br>(11) | 4 | 3<br>(3) | <br>(4) | <br>(1) | 100 |
| Job analysis | 1,363 | 4<br>( 2) | 67<br>(28) | 15<br>( 6) | | 6<br>(3) | 6<br>(3) | | 100 |
| Employment opportunities | 1,336 | 61<br>( 3) | 22<br>(11) | 7<br>(10) | 5 | 2<br>(2) | <br>(5) | 3<br>(3) | 100 |
| Independent living skills | 1,395 | 83<br>( 3) | 2<br>(29) | 7<br>( 9) | 5 | 2<br>(2) | | <br>(3) | 100 |
| Other related topics | 994 | 52<br>(28) | 8<br>(39) | 5<br>(11) | 28 | 6<br>(7) | <br>(3) | <br>(1) | 100 |

*Two percents are provided in some cells: The upper is the proportion of students for whom the type of teacher was the major source of instruction; the lower, in parentheses, is the proportion for whom the type of teacher was a secondary source. As a result of rounding, some of the "upper" percents may not total 100.

Table A-4

USE OF FUNDING SOURCES FOR DIAGNOSTIC ASSESSMENTS

Work Ability Program, 1982-83

| Type of assessment | Students served | Percent served by each funding source* | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | SDE | | | | Community | | |
| | | LEA | Special education | Vocational education | DR | EDD | CETA | CBO | Total |
| Scholastic aptitude | 1,625 | 85<br>(1) | 15<br>(14) | | | | | | 100 |
| Vocational interest | 1,601 | 57<br>(3) | 40<br>(38) | 1<br>(17) | 1<br>( 3) | (3) | | | 100 |
| Vocational abilities | 1,373 | 60<br>(4) | 31<br>(41) | 2<br>(19) | 6<br>( 6) | | | | 100 |
| Psychological | 588 | 74 | 15<br>(13) | | 10<br>( 5) | | | | 100 |
| Psychiatric | 338 | 30 | 55<br>( 2) | 4 | 8 | | 1 | 2 | 100 |
| General medical | 338 | 24 | 2<br>( 3) | 1 | 52<br>(17) | | 1 | 20 | 100 |
| Special medical | 318 | 64<br>( 1) | 13<br>( 4) | 2<br>( 1) | 8 | | | 13 | 100 |
| Work competencies | 282 | 43<br>( 8) | 20<br>(28) | | 2<br>( 1) | 5 | 15<br>( 4) | 15<br>( 4) | 100 |

*Two percents are provided in some cells: The upper is the proportion of students for whom the funding source provided the major portion of the services; the lower, in parentheses, is the proportion for whom the funding source was a secondary provider. As a result of rounding, some of the "upper" percents may not total 100.

Table A-5

USE OF FUNDING SOURCES FOR STUDENT SUPPORT SERVICES

Work Ability Program, 1982-83

| Type of student support | Students served | Percent served by each funding source* | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | SDE | | | | Community | | |
| | | LEA | Special education | Vocational education | DR | EDD | CETA | CBO | Total |
| Counseling | 1,726 | 72<br>( 3) | 18<br>(44) | 1<br>(15) | 4<br>(14) | 1<br>(6) | 3<br>(5) | <br>(3) | 100 |
| Transportation | 911 | 70<br>( 1) | 21<br>(46) | <br>(37) | 5<br>( 1) | 1 | | 2<br>(1) | 100 |
| Assistive devices | 44 | 34 | 5<br>(27) | | 16<br>( 5) | 2 | 7<br>(5) | 36<br>(5) | 100 |
| Meals/clothing/etc. | 45 | 53<br>( 3) | 7<br>(13) | | 18 | | | 22 | 100 |
| Other | 103 | 54 | 23<br>(51) | 5<br>(49) | 13 | | 2 | 3 | 100 |

*Two percents are provided in some cells: The upper is the proportion of students for whom the funding source provided the major portion of the service; the lower, in parentheses, is the proportion for whom the funding source was a secondary provider. As a result of rounding, some of the "upper" percents may not total 100.

Table A-6

USE OF FUNDING SOURCES FOR EMPLOYMENT SERVICES

Work Ability Program, 1982-83

| Type of employment service | Students served | Percent served by each funding source* | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Community | | |
| | | LEA | SDE | DR | EDD | CETA | CBO | Total |
| Employment referral | 793 | 58 | 28 | (3) | 9 (20) | 4 (1) | (3) | 100 |
| Interview counseling | 668 | 63 | 23 (51) | (6) | 8 | 4 (2) | 2 (3) | 100 |
| Employment resume | 617 | 48 ( 3) | 31 (22) | 1 (2) | 10 ( 3) | 9 (2) | | 100 |
| Employment registration | 538 | 23 ( 2) | 40 ( 7) | 5 (2) | 25 (14) | 7 (3) | | 100 |
| Job search workshop | 447 | 36 ( 3) | 34 (23) | 7 (5) | 18 (16) | 4 (3) | | 100 |

*Two percents are provided in some cells: The upper is the porportion of students for whom the funding source provided the major portion of the service; the lower, in parentheses, is the proportion for whom the funding source was a secondary provider. As a result of rounding, some of the "upper" percents may not total 100.

Table A-7

USE OF FUNDING SOURCES TO PAY WAGES FOR WORK EXPERIENCE

Work Ability Program, 1982-83

| Job sites | Students | Percent paid by each funding source* | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Community | | | |
| | | LEA | SDE | DR | EDD | CETA | Employer | Other | Total |
| Private enterprise | 816 | 12 | 6<br>(4) | | 46<br>(1) | 5<br>(1) | 29<br>(3) | 2 | 100 |
| School | 340 | 37<br>(2) | 22<br>(8) | 2 | 4 | 29<br>(6) | 4 | 2<br>(1) | 100 |
| Other public agency | 140 | 35 | 5<br>(1) | 5 | 22 | 29<br>(3) | 4 | | 100 |
| Community organizations and other | 53 | 24 | 6<br>(4) | 4<br>(2) | 21 | 26 | 6<br>(4) | 13<br>(2) | 100 |

*Two percents are provided in some cells: The upper is the proportion of students for whom the funding source provided the major portion of the wages; the lower, in parentheses, is the porportion for whom the funding source was a secondary provider of wages. As a result of rounding, some of the "upper" percents may not total 100.



83-162 DE13194 7-84 900

# WORK-ABILITY PROJECTS

## FUNDED 1984/85

1. Alameda City Unified School District
   Contact: Rina C. Hill
   Administration Building
   2200 Central Avenue
   Alameda, CA 94501
   (415) 522-6700 X430

2. Alhambra Unified School District
   Contact: Dr. Gordon Naylor
   15 West Alhambra Road
   Box 110
   Alhambra, CA 91802
   (818) 308-2308

3. Claremont Unified School District
   Contact: Jack Smith/Phoebe Oljeto
   2080 North Mountain Avenue
   Claremont, CA 91711
   (714) 624-9041 X226

4. Fall River Unified School District
   Contact: William Cummings
   P.O. Box 89
   Cassel, CA 96016
   (916) 335-4537

5. Fremont Unified School District
   Contact: John Namkung
   Director of Special Education
   40775 Fremont Blvd.
   Fremont, CA 94538
   (415) 657-3909
   (415) 657-2350

6. Fresno Unified School District
   Contact: Gregory Pozovich
   6235 North Brawley
   Fresno, CA 93711
   (209) 441-3371

7. Humboldt County Supt. of Schools
   Contact: Dewel. H. Byrd
   901 Myrtle Avenue
   Eureka, CA 95501
   (707) 445-5411

8. Kings Count[illegible] of Schools
   Contact: [illegible]resley
   SELPA Director
   1144 West Lacey Blvd.
   Hanford, CA 93230
   (209) 584-1441

9. Livermore Valley Joint Unified School District
   Contact: John Carter
   685 Las Positas Blvd.
   Livermore, CA 94550
   (415) 447-9500 X229

10. Madera County Department of Education
    Contact: David Schepps
    Eagle Mountain School
    43555 Highway 49
    Ahwahnee, CA 93601
    (209) 673-6051

11. Mendocino County Office of Education
    Contact: John Haynes
    2240 East Side Road
    Ukiah, CA 95482
    (707) 462-2345

12. Monterey County Office of Education
    Contact: Mary Pat George
    SELPA Director
    P.O. Box 80851
    Salinas, CA 93912
    (408) 424-0654

13. Newport-Mesa Unified School District
    Contact: Mark Hansen
    Director of Special Education
    425 East 18th Street
    Costa Mesa, CA 92627
    (714) 760-3506

14. Placer-Nevada County SELPA
    Contact: Janice Critchlow
    360 Nevada Street
    Auburn, CA 95603
    (916) 823-6222

15. San Bernardino County Schools WESESR
    Contact: Jeanne Davis
    211 West Fifth Street
    Ontario, CA 91762
    (714) 983-3554

16. San Dieguito Union High School District
    Contact: Richard McCracken
    625 Vulcan Avenue
    Leucadia, CA 92024
    (619) 753-6491



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17. Santa Clara Unified School District
Contact: Betsy Nordmeyer
1889 Lawrence Road
Santa Clara, CA 95052
(408) 983-2084

18. Santa Cruz City Schools
Contact: Lynda Raisanen
133 Mission Street
Santa Cruz, CA 95060
(408) 429-3696

19. Shasta County Supt. of Schools
Contact: Sue Sawyer
3220 Adams Lane
Redding, CA 96002
(916) 244-4600

20. Siskiyou County Supt. of Schools
Contact: Sharon N. Miller
609 South Gold Street
Yreka, CA 96097
(916) 842-5751

21. Solano County ROP
Contact: Kathy Vasquez
2460 Clay Bank Road
Fairfield, CA 94533
(707) 422-8330

22. South Bay Union High School District
Contact: Diane Clark
200 North Pacific Coast Hwy
Redondo Beach, CA 90277
(213) 379-5421 X238

23. Stanislaus County Department of Education
Contact: Jerry Trow
801 County Center Three Court
Modesto, CA 95355
(209) 571-6597

24. Sweetwater Union High School District
Contact: Don Shofner
1130 Fifth Avenue
Chula Vista, CA 92011
(619) 691-5536

25. Vista Unified School District
Contact: Jerry Figley/Bill Draper
1234 Arcadia AVenue
Vista, CA 92083
(619) 726-2170

26. Washington Unified School District
Contact: Betty J. Brewer
930 West Acres Road
West Sacramento, CA 95691
(916) 371-9300

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# WORK-ABILITY PROJECTS

## OPERATING SINCE 1982

1. Bellflower Unified School District
   Contact: Milton Wilson
   16703 South Clark Avenue
   Bellflower, CA 90706
   (213) 866-9011 X31

2. Berkeley Unified School District
   Contact: Vicki Van Steenberg
   Berkeley High School-
   Assessment Center
   2246 Milvia
   Berkeley, CA 94703

3. Contra Costa County Supt. of Schools
   Contact: Marian Cornfield
   75 Santa Barbara Road
   Pleasant Hill, CA 94523
   (415) 944-3403

4. Culver City Unified School District
   Contact: Vera Jashni
   4034 Irving Place
   Culver City, CA 90230
   (213) 390-2314

5. Elk Grove Unified School District
   Contact: Danielle Draper
   8820 Elk Grove Blvd.
   Elk Grove, CA 95624
   (916) 925-6098
   (916) 9[illegible]-7611

6. Fresno County ROC/P
   Contact: Gail Egoian
   5228 East Pine
   Fresno, CA 93727
   (209) 454-0587

7. Garden Grove Unified School District
   Contact: Hank Hodgdon
   10331 Stanford Avenue
   Garden Grove, CA 92640
   (714) 638-6308

8. Grant Joint Union High School District
   Contact: Diana Bowington
   1333 Grand Avenue
   Sacramento, CA 95838
   (916) 925-2761 X221

9. Huntington Beach Union High School District
   Contact: Jeanette Johnson
   10251 Yorktown Avenue
   Huntington Beach, CA 92646
   (714) 964-3339

10. Irvine Unified School District
    Contact: Beverly Huff
    Lakeside Middle School
    #3 Lemongrass
    Irvine, CA 92714
    (714) 551-1631

11. Jefferson Union High School District
    Contact: Judy Reagan/Robert Gross
    401 Paloma Avenue
    Pacifica, CA 94044
    (415) 355-4131

12. Lake Tahoe Unified School District
    Contact: Marsha Butler
    P.O. Box 14426
    South Lake Tahoe, CA 95702
    (916) 541-4111

13. Los Angeles Unified School District
    Contact: Jim Konantz
    644 West 17th Street
    Los Angeles, CA 90015
    (213) 742-7562

14. Marin County Office of Education
    Contact: Arline Zerkel/David Weiss
    1111 Las Gallinas Avenue
    P.O. Box 4925
    San Rafael, CA 94903
    (415) 472-4110

15. Merced County Supt. of Schools
    Contact: Linda Gamble
    632 West 13th Street
    Merced, CA 95340
    (209) 385-8350

16. Napa County Supt. of Schools
    Contact: Darlene Lance
    Napa Valley USD
    2425 Jefferson Street
    Napa, CA 94558
    (707) 252-5443
    (707) 252-5352

17. North Inland Special Education Region
Contact: Bill Clarke
San Diego County Office of Ed.
7401 Linda Vista Road
San Diego, CA 92111
(619) 292-3538

18. North Orange County ROC/P
Contact: Kay Turley
2360 West La Palma Avenue
Anaheim, CA 92801
(714) 670-8305

19. Oceanside Unified School District
Contact: Jim Lindemann
c/o Melody Hueschbuch
2111 Mission Avenue
Oceanside, CA 92054
(619) 757-2560 X276

20. Pajaro Valley Unified School District
Contact: Carol Fitzbuck
P.O. Box 630
Watsonville, CA 95077
(408) 728-6337

21. Poway Unified School District
Contact: Jim Hansen
13626 Twin Peaks Road
Poway, CA 92064
(619) 748-0010

22. Richmond Unified School District
Contact: Devi Jameson
2465 Dolan Way
San Pablo, CA 94806
(415) 724-5940

23. Riverside County Schools
Contact: John Grisafe
3939 13th Street
P.O. Box 868
Riverside, CA 92502

24. San Francisco Unified School District
Contact: Joanne Prieur/Jane Criner
Program Manager, Special Ed.
241 Oneida, Room 83
San Francisco, CA 94112
(415) 586-6400
(415) 665-4969

25. San Jose Unified School District
Contact: Laetitia Carmack
1605 Park Avenue
San Jose, CA 95126
(408) 998-6326

26. San Lorenzo Unified School District
Contact: Marlyn Lawrence
15225 Wicks Blvd.
San Leandro, CA 94579
(415) 895-3042

27. San Mateo County Office of Education
Contact: Linda Schroeder
La Esperanza Development Ct. So.
65 Tower Road
San Mateo, CA 94402
(415) 573-2621

28. Santa Barbara County Office of Education
Contact: Mary Scopatz
Career and Youth Employment
P.O. Box 6307
Santa Barbara, CA 93160-6307
(805) 964-4611 X400

29. Santa Clara County Office of Education
Contact: Kathryn Thomas/Mark Murphy
100 Skyport Drive
San Jose, CA 95115
(408) 947-8549

30. Sutter County Schools Office
Contact: Bob Ginther
Butte Vista School
2195 Blevin Road
Yuba City, CA 95991
(916) 674-3469

31. Tri County Consortium for Special Education
Contact: John Brophy
P.O. Box 760
Altaville, CA 95221
(209) 736-4643

32. Trinity County Office of Special Education
Contact: Donald R. Stewart, Supt.
P.O. Drawer AH
Weaverville, CA 96093
(916) 623-2861

33. Tulare County Office of Education
Contact: Mary Jo DeSio
Education Building
County Civic Center
Visalia, CA 93291
(209) 733-6737

34. Vallejo Unified School District
Contact: Edward W. Brower
101 Cobb Avenue
Vallejo, CA 94589
(707) 643-0341

35. Ventura County SESA Consortium
Contact: Milton Le Couteur
535 East Main Street
Ventura, CA 93009
(805) 659-3682
(805) 487-7711 X4215

36. Whittier Union High School District
Contact: Dan Hulbert
9401 South Painter
Whittier, CA 90605
(213) 698-8121 X287